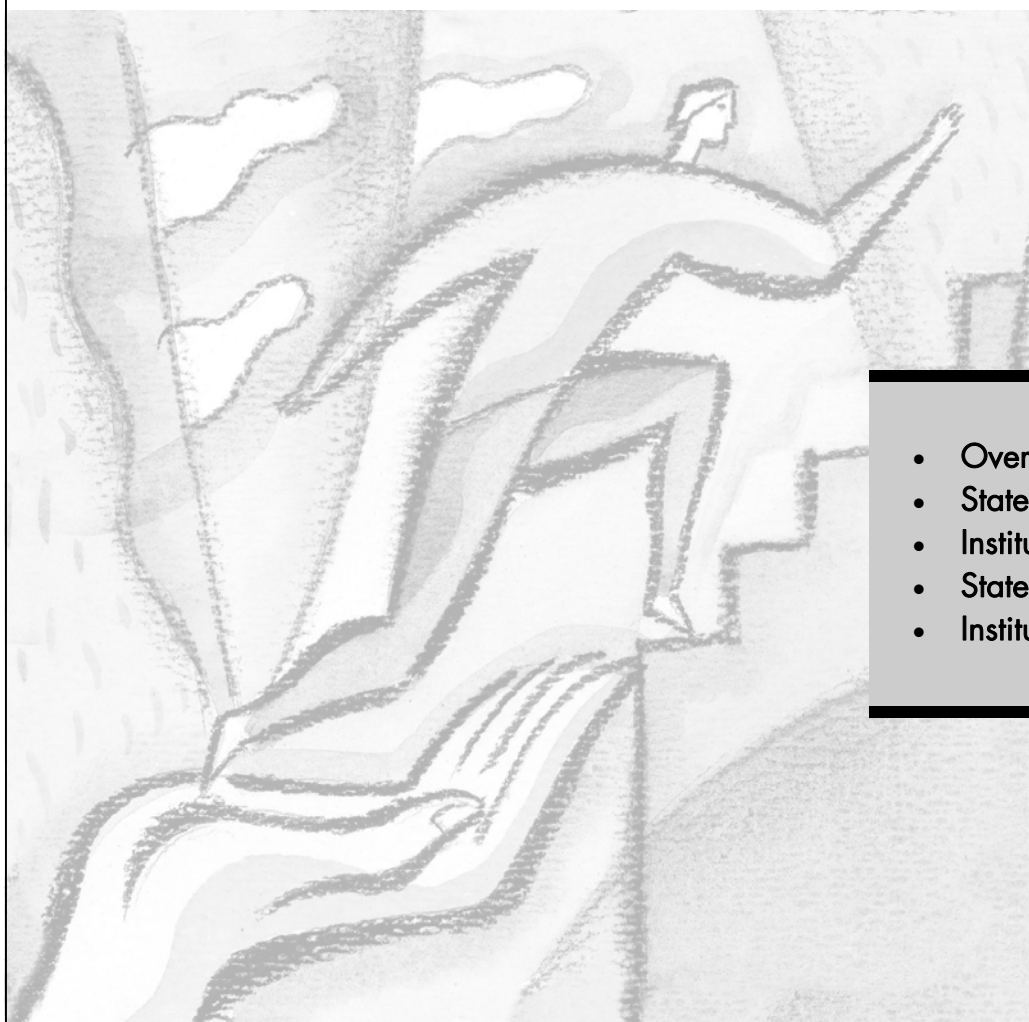


QUESTION 1

Are more Kentuckians ready for postsecondary education?



- Overview
- State Indicators
- Institutional Indicators
- State Initiatives
- Institutional Initiatives

Question 1: Are more Kentuckians ready for postsecondary education?

Kentucky must do a better job preparing high school students and adults for postsecondary study. An overwhelming majority of high school students expect to continue their education after graduation but have not tackled the rigorous courses that prepare them for college-level work. Many adults recognize the need for advanced training but have not completed high school, or have been out of school for a while and need to refresh their skills. Postsecondary institutions must play a role in helping high schools prepare all of their students for at least two years of postsecondary training, and Kentucky Adult Education must help more of their learners transition to college. For Kentucky to be competitive, all students—regardless of income level, age, gender, or skin color—need better access to high-quality instruction and guidance counseling that will lead them to postsecondary opportunities.

Question 1 - State Key Indicators

K-12 Student Achievement

High school student achievement is measured with the average ACT score of Kentucky's ACT takers. The ACT is a standardized measure of students' readiness for college and permits the direct comparison of Kentucky's high school students with students in other states.

Highlights

- Kentucky high school students score slightly above the average of SREB states and slightly below the US average of 20.9.
- The gap between Kentucky and the US average has narrowed from 0.8 in 1998 to 0.5 in 2005.

- In 2004-05, 29,943 Kentucky students took the ACT. This is an increase of 1 percent from the previous year and approximately equal to the number of test takers five years ago.
- Approximately 8 percent of students taking the exam were African American in 2004-05, compared to 1 percent Hispanic, 1 percent Asian, 0.4 percent American Indian, and 89 percent white.
- In 2005, Asian students had the highest average ACT composite at 22.2 and African Americans had the lowest at 16.8.
- Approximately 56 percent of the ACT takers in 2004-05 were female.
- Gender differences were slight. Male students had an average ACT composite score of 20.5, while the female average was 20.2.

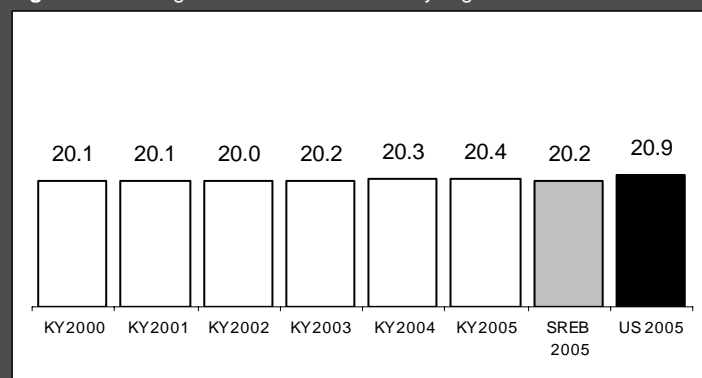
Scores of Three or Higher on Advanced Placement Exams

Students who score high enough on AP exams for college credit are expected to be more prepared for college and capable of doing college-level work. This indicator represents the number of scores that are three or higher on a five-point scale per 1,000 high school juniors and seniors in the state.

Highlights

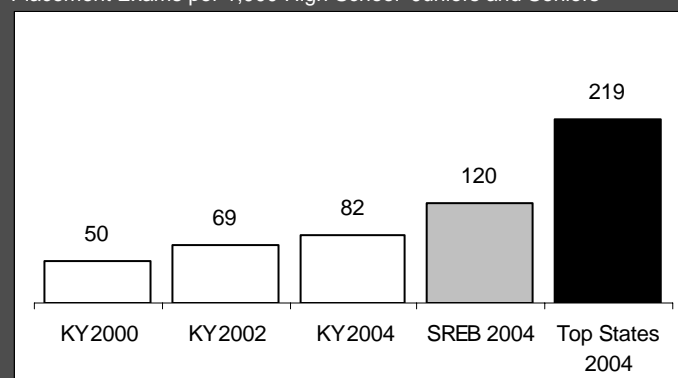
- In 2004, 82 per 1,000 high school juniors and seniors scored three or higher on AP exams compared to the SREB average of 120 per 1,000.
- Kentucky's numbers have increased at a higher rate (64 percent) than SREB (50 percent) since the year 2000.
- In 2004-05, Kentucky reported 12,340 AP test takers, an increase of 7.7 percent from the previous year, compared to a 10.8 percent increase among all states.

Figure 1.1 Average ACT Scores of Kentucky High School Students



Source: State and National ACT Reports

Figure 1.2 High School Students Scoring Three or Higher on Advanced Placement Exams per 1,000 High School Juniors and Seniors



Source: Measuring Up State Report Cards

Table 1.1 ACT Takers in Kentucky

	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05
Total ACT Takers	28,210	28,745	29,670	30,084	29,532	29,877	29,581	29,943
Race-Ethnicity:								
African American	1,892	1,886	1,995	2,017	2,064	2,024	2,173	2,176
American Indian	118	84	83	95	96	100	97	110
White, non-Hispanic	23,908	24,499	25,375	25,779	25,291	25,663	25,033	25,327
Hispanic	200	210	202	267	221	312	307	324
Asian	281	285	303	343	358	339	360	402
Gender:								
Male	12,313	12,403	12,962	13,280	12,955	13,293	13,022	13,218
Female	15,897	16,247	16,593	16,669	16,416	16,439	16,409	16,580

Note: Demographic categories do not add up to total because of unreported demographic data.

Source: ACT High School Profile Report, HS Graduating Class 2005, State Composite for Kentucky, ACT Inc.

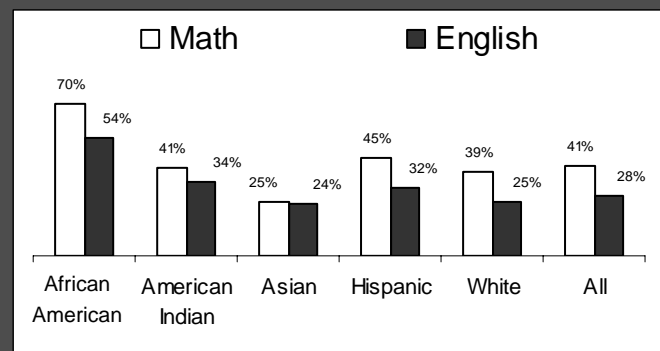
- In 2004-05, approximately 56 percent of Kentucky's AP test takers were female, 3.5 percent African American, 4 percent Asian, 1.4 percent Hispanic, and 87 percent were white.
- The number of Asian AP test takers increased 18 percent from the previous year, African Americans increased 16 percent, Hispanics increased 36 percent, and whites increased 6 percent.
- Out of the 19,747 exams taken in 2004-05 by Kentucky students, approximately half (49 percent) scored 3, 4, or 5 versus the national average of 60 percent scoring 3 or higher. Kentucky did report 7.3 percent more scores of 3 or higher (9,704) than the previous year.
- Of the number of AP exams taken in Kentucky, 19 percent were in US history, 16 percent in English composition, and 11 percent in Calculus.
- quired remediation in English, and an even greater number, 41 percent, required remediation in math.
- For comparison, 33 percent of ACT takers nationally in 2002 would have required remediation in English by this standard; 43 percent would have required remediation in math.
- A significantly higher percentage of Kentucky's African American high school graduates required remediation in both math and English versus all other racial categories.
- Students entering KCTCS were more likely to need remediation than those entering four-year institutions. Approximately 42 percent of new KCTCS students required remediation in English, compared to 17 percent at the four-year schools.

Incoming Kentucky High School Graduates Requiring Remediation in Mathematics or English

This indicator measures the overall readiness of incoming students for college-level work by tracking the percentage of first-time undergraduates from Kentucky high schools required to take remedial courses in English and math. In Kentucky, students with ACT scores of 18 or less in math and 17 or less in English can be required to take remedial courses. SAT scores and placement tests also are considered in the assessment of college preparedness.

Highlights

- Approximately 28 percent of all recent Kentucky high school graduates entering college in fall 2002 re-

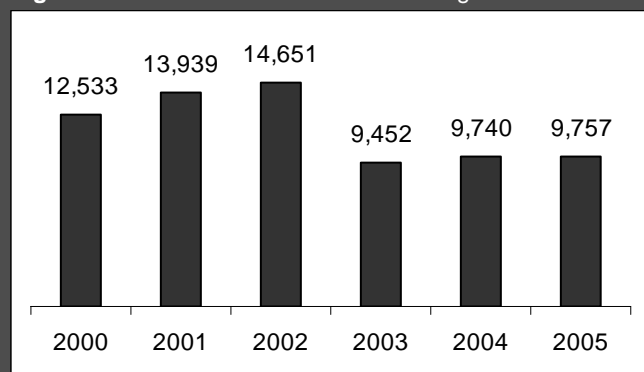
Figure 1.3 Percent of Incoming Kentucky High School Graduates Requiring Remediation, Fall 2002

Source: CPE Comprehensive Database

Kentuckians Earning GEDs

The annual number of GED recipients provides a measure of the number of Kentuckians without a high school diploma who are advancing in their education and who have entered the pool of potential college entrants.

Figure 1.4 Number of Kentuckians Earning a GED



Source: Oklahoma Scoring Services

Highlights

- The decrease from 2002 to 2003 was due to changes in the national exam and was consistent with national trends.
- In fiscal year 2005, 9,757 Kentuckians earned a GED, which was basically equal to fiscal year 2004.
- Over 70,000 Kentuckians earned a GED from 2000 to 2005.
- In fiscal year 2005, approximately 83 percent of Kentucky's GED recipients were white, 13 percent were African American, 3 percent were Hispanic, and 60 percent were men.

- In 2004, approximately 82 percent of Kentuckians 25 and over had at least a high school diploma or equivalent, up 3 percent from 2000.

Question 1 - Institutional Key Indicator

While it is a challenge for postsecondary institutions to help their students become more prepared before they arrive on campus, there is one important way that colleges and universities affect the quality of their incoming classes. The majority of Kentucky's K-12 teachers are graduates of Kentucky's public and independent colleges and universities. The Education Professional Standards Board has a quality performance index that assesses the quality of teacher preparation programs.

K-12 Teacher Preparation

Teacher preparation is measured at the institutional level with the Quality Performance Index of teacher education programs developed by the Kentucky Education Professional Standards Board. This index incorporates into one overall grade several key dimensions of program quality, including Praxis exam pass rates, new teacher survey results, and evaluations of student teachers.

Highlights

- KSU, Murray, and UK all received excellent performance level ratings on the QPI for 2004-05. The other five public institutions received satisfactory marks.
- The state's QPI average increased by two-tenths from 3.3 in 2003-04 to 3.5 in 2004-05.
- Six of the eight public institutions improved their QPI from 2003-04 with the other two institutions reporting

Table 1.3 Kentucky's Teacher Preparation Program Quality Performance Index, 2004-05

Institution	Quality Performance Index (QPI)	Performance Level	Praxis Tests for New Teachers 2003-2004		Kentucky Teacher Internship Program (KTIP) 2002-2005		New Teacher Survey 2004-2005
			Summary Pass Rate	Performance Points	Pass Rate	Performance Points	Survey Mean
EKU	3.4	Satisfactory	94%	3.3	99%	3.9	3.2
KSU	3.8	Excellent	100%	4.0	98%	3.8	3.0
MoSU	3.4	Satisfactory	93%	3.2	99%	3.9	3.2
MuSU	3.8	Excellent	100%	4.0	100%	4.0	3.2
NKU	3.5	Satisfactory	95%	3.5	100%	4.0	3.1
WKU	3.4	Satisfactory	93%	3.2	100%	4.0	3.2
UK	3.7	Excellent	98%	3.8	100%	4.0	3.2
UofL	3.4	Satisfactory	94%	3.3	99%	3.9	3.1
State Average	3.5	Satisfactory	95%	3.5	99%	3.9	3.2

Source: Kentucky Education Professional Standards Board

scores only slightly below (i.e., -.01 and -.06) their previous years' indices.

- The Praxis exams score was 93 percent or higher at all four-year public institutions in 2003-04, with students from KSU and Murray passing at 100 percent and those at UK passing at 98 percent.
- Beginning September 2004, institutions must publish the QPI and the performance level descriptor in all relevant school publications (Section 207(f)(2) of Title II).

Question 1 - Council or State Initiatives to Be Implemented During 2005-06

The following Council or statewide initiatives are intended to move the Commonwealth forward during 2005-06.

To improve students' preparation for postsecondary education, the Council will:

- Build on the work of the 2+2 Teacher Preparation Partnership, in which all of Kentucky's public postsecondary institutions and several independent institutions agree to offer at least 60 hours of transferable credit from the KCTCS associate degree program toward the teacher preparation baccalaureate programs. To raise the quality and number of mathematics and science teachers in the Commonwealth, the Council will convene representatives from Kentucky's two and four-year institutions to begin work on a 2+2 Mathematics and Science Teacher Preparation program. This program will expand the findings and successes of the University of Kentucky's Appalachian Math and Science Partnership.
Progress measured by increased enrollments in and graduates from programs.
- Co-sponsor, with the chief academic officers of Kentucky's postsecondary institutions, the annual Teacher Quality Summit for deans and faculty from the colleges of arts and sciences and education. On October 24-25, 2005, the Council on Postsecondary Education, with the University of Louisville, held the sixth Teacher Quality Summit, which attracted over 225 Kentucky educators. The summit focused on the recruitment, preparation, and professional development of mathematics, science, and world language teachers, as well as the preparation and professional development of educational leaders that higher level student achievement will demand.
Progress will be measured by the number of conference participants, conference evaluations, and increased production of math, science, and world language teachers for K-12.

- Continue to support the Kentucky Early Mathematics Testing Program. The KEMTP, administered by Northern Kentucky University (with online capacity through the University of Kentucky) provides diagnostic assessments to students in grades 10 and 11 on their likely readiness for college-level mathematics. In 2004-05, 8,344 students from 66 high schools in 37 counties participated. Program directors are working with statewide programs such as GEAR UP Kentucky to expand its use in low-income schools. The program is nationally recognized, and other states are using its test structure, content, and online features as models.
Progress measured by increased use by students, schools, and counties.

- Work with the Kentucky Department of Education to fulfill Kentucky's obligation to implement Phase II of the American Diploma Project Network. Along with 20 states, Kentucky agreed to: (1) align high school standards and assessments with the knowledge and skills required for success in postsecondary education and work; (2) administer a college- and work-ready assessment aligned to state standards for high school students, so that students get clear and timely information and are able to address critical skill deficiencies while still in high school; (3) require all students to take a college- and work-ready curriculum to earn a high school diploma; (4) hold high schools accountable to graduate students who are college-ready; and (5) hold postsecondary institutions accountable for their success once enrolled.

Progress measured by release of the 2004 High School Feedback Report; implementation of a postsecondary remediation conference; the development of a high school curriculum aligned with the pre-college curriculum; and the development of college- and work-ready assessments aligned to postsecondary education and skilled workplace needs.

- Work with the Education Professional Standards Board, the Kentucky Department of Education, postsecondary institutions, legislators, and other groups to redesign educational leadership programs in the Commonwealth with a focus on student achievement.
Progress measured by the development of a joint proposal for the redesign of principal preparation programs that includes benchmarks for student achievement.
- Prepare a comprehensive dual enrollment study that tracks increases in dual enrollment from 2001 through 2005, as well as outcomes of college students who enrolled in postsecondary courses before graduating from high school. Findings will be used to develop informed P-16 policy initiatives to promote productive dual enrollment.

Progress measured by development of initiatives to maximize productive postsecondary enrollment of high school students.

To improve ACT scores, the Council will:

- Implement a new \$42 million federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant from 2005 to 2011. This follows a \$21 million GEAR UP grant that ran from 1999 to 2005. During this time period, over \$32 million was awarded in Kentucky, benefiting 43,797 students at 117 schools. During 2005-06, the Council and GEAR UP Kentucky will continue to track its first cohort of students in order to gather information on effective intervention strategies that can be used in other locations within the Commonwealth.

Progress measured by gains in GEAR UP school student performance compared to non-GEAR UP school students.

- Produce a feedback report for all Kentucky high schools that summarizes postsecondary education and ACT information, average ACT scores by high school, the number of students going to college, their first-year performance in terms of grades, and their persistence rate from the first to second year of college.

Progress measured by presence of high school feedback report figures in public school presentations, increase in independent universities participating in the report, frequency of hits on the Max Web site, number of requests for the 2004 report, and number of high schools implementing programs in partnership with CPE and KDE to increase college-going rate and student preparedness.

- Continue to work with and encourage the state P-16 Council (the Commonwealth's pre-kindergarten through baccalaureate advisory group) and local P-16 councils to address issues of teacher quality and supply, alignment of high school and adult education with postsecondary and workforce expectations, and greater policy and programmatic integration among all education sectors. Kentucky now has 21 local or regional P-16 councils serving approximately two-thirds of the Commonwealth.

Progress measured by increased number of councils and in the activity and progress of funded projects defined in annual reports, increased ACT scores in regions, reduced need for remediation in regions, increased AP course taking, increased college completion, increased use of WorkKeys assessments and

Kentucky Workplace Employability Certificates, and increased GED attainment.

To increase access to and improve performance on Advanced Placement exams, the Council will:

- Work with the Kentucky Virtual High School to support and expand online AP review courses and exam offerings. The Kentucky Department of Education, in partnership with the College Board, provides a fee waiver for students eligible for free or reduced lunch interested in taking AP exams.

Progress measured by increased collaboration with KVHS; increased number of users of AP online systems; and increased AP scores.

- Continue involvement in Project Lead the Way, a national organization that forms partnerships with public schools, higher education institutions, and the independent sector to increase the quantity and quality of engineers and engineering technologists graduating from the educational system.

Progress measured by increased number of high schools implementing the project, increases in the number of students from these high schools enrolling in engineering and STEM disciplines, and increases in ACT math scores.

To reduce the number of students needing remediation, the Council will:

- Coordinate a developmental education conference and statewide plan. The recently released report, *Underprepared Students in Kentucky: A First Look at the 2001 Mandatory Placement Policy*, will be the centerpiece of a statewide meeting with national experts in developmental education. Campus teams will attend best practice sessions to create an institutional agenda for developmental education student success.

Progress measured by the number of conference attendees, conference evaluation forms, the completion of institutional plans, and improvement in the retention rates of unprepared students.

- Implement the Council's newly passed Statewide Mandatory Placement Policy, which provides guidance for students, teachers, parents, school counselors, school administrators, and adult learners and educators. The policy establishes various ACT levels needed to guarantee a student placement in credit-bearing English and math courses at any Kentucky public postsecondary institution.

Progress measured by tracking distribution to important stakeholders, decreasing remediation rates, and tracking hits on the CPE Web site.

To help more Kentuckians earn a GED, the Council will:

- Support, via Kentucky Adult Education (KYAE), student recruitment through ongoing outreach efforts, including TV and radio spots promoting GED attainment. KYAE recently initiated a “GED – Prove Yourself” print campaign that features successful Kentucky GED graduates in a series of motivational flyers, posters, and brochures. In addition, KYAE recently purchased a package of professionally produced signs for each county adult education center.

Progress measured by adult education enrollment and GED attainment.

- Help improve teacher quality. KYAE provides professional development grounded in research and linked with postsecondary education. KYAE offers classroom-style instruction as well as blended courses that combine face-to-face training with online assignments, plus online courses via the Kentucky Virtual Adult Education Web site (www.kyvae.org). In addition, KYAE partners with the Collaborative Center for Literacy Development at the University of Kentucky, the Academy for Professional Development at Morehead State University, the Kentucky Institute for Family Literacy, and Penn State World Campus to deliver professional development.

Progress measured by increased participation in professional development offerings.

- Refine the PDTrack accountability system for adult education professional development, which helps adult educators plan and register online for activities. The system tracks their participation over time and aggregates the data by county program.

Progress measured by the number of registrations by county program, and the number of approved activity completions in relation to primary job assignments.

- Via KYAE, sponsor research on the statewide family literacy program in order to gauge its effectiveness and promote continuous improvement in instructional practices. The first family literacy evaluation led to a revision of the performance indicators and became a foundation for professional development and technical assistance.

Progress measured by family literacy enrollment and GED attainment.

- Via KYAE, continue to form partnerships with the business community to promote the GED. A new public-private partnership with Amazon.com and the Kentucky Chamber of Commerce seeks to significantly increase the number of GED graduates in the 20-county labor pool area. Amazon.com, which requires at least a GED for employees, provides up to \$40 for GED test fee reimbursement and an Amazon.com gift card to GED graduates who live in one of the 20 counties, regardless of their interest in Amazon.com employment. The initiative soon will be expanded to the Lexington area.

Progress measured by adult education enrollment and GED attainment in counties involved in this initiative.

- KYAE established “Learning for Life Champions” to honor businesses for significant contributions in promoting educational achievement in the Commonwealth. Learning for Life Champions reflects the private-public partnerships critical to raising the standard of living and the quality of life for all of the Commonwealth’s citizens. The charter members are Amazon.com, Kentucky Chamber of Commerce, Team Taylor County, Graviss McDonald’s Restaurants, Owensboro Medical Health System, and Murray-Calloway County Hospital.

Progress measured by increased number of partnerships.

- Via Kentucky Virtual University (KYVU), expand its KYVU4K12 initiative to provide more curriculum and more flexible options for independent study, remediation, credit recovery, and supplemental education services to more schools and families, including home school cooperatives and local housing authority learning labs.

Progress measured by increased number of students, parents, and teachers served; increased number of students served who counted toward local school retention and graduation rates; increased number of students who use the Kentucky ePortfolio for documentation of learning progress and reflective thinking; increased number of parents, local teacher aides, and paraeducators registered for KYVU academic programs; and increased number of hits new KYVU4K12 Web site.

- Work with teachers to use the Kentucky Virtual Library (KYVL) research tutorials and access the over 76,000 publications available to all public K-12 schools.

Progress measured by an increased number of instructors using the KYVL research tutorials to enhance students’ learning experience.

- Via KYVU, continue to serve adult education students using online learning to attain their educational goals. *Progress measured by increased number of eligible students served; increased number of students served in KYVAE while simultaneously enrolled in a postsecondary institution's developmental education program; increased number of students enrolled in KYVAE tutorials; and increased number of students enrolled in GED SimTest who successfully complete the GED.*
- Via KYVU, support dual credit opportunities with Jefferson Community and Technical College for high school students with open-entrance registration and open-completion in the CollegeNOW! Initiative. *Progress measured by increased number of CollegeNOW! completers; increased number of inquiries/searches in UCAN RightNow database; and increased number of KY ePortfolio users from K12 communities who utilize their ePortfolios in postsecondary education.*
- Via KYVU, continue to lead and support the University Coordinated Advising Network (UCAN) initiative's pilot programs; Kenton County Adult Education program, Morehead State University TRIO program, and Jefferson Community and Technical College and Jefferson County Public Schools dual credit program (CollegeNOW). *Progress measured by increased number of people using the UCAN services and increased number of referrals received by the combined Call Centers.*

Question 1 - Institution Initiatives to Be Implemented During 2005-06

The following initiatives are planned in 2005-06 to move institutions forward and support Question 1 of the Public Agenda.

Eastern Kentucky University will:

- Support the preparation of high school graduates and working-age adults for postsecondary education and strengthen the preparation and development of P-12 teachers through several strategies, such as increasing College of Education and student teaching entrance requirements; working with the Education Professional Standards Board to align curriculum at all levels using Title II Funds; rewriting all foundation courses to better assist students in making career choices; and revising school field experiences to include earlier and more diverse opportunities.
- Progress measured by increases in entrance requirements, improvements in curricular alignment, and revisions in foundation courses and field experiences.*
- Enhance accessibility of student and teacher preparation by adding cohort-based graduate programs (M.A.T.) in the College of Education in the areas of elementary, middle, and secondary education (e.g., adding a cohort in curriculum and instruction at the Corbin and Danville extended campuses). *Progress measured by the number of cohorts added and the location of additional cohorts.*
 - Expand participation in various pre-college programs, such as Upward Bound, Educational Talent Search, and the Kentucky Department of Education Student Technology Leadership Program (STLP). *Progress measured by the number of program participants.*
 - Increase collaboration between Arts and Sciences and Education faculty in educator preparation and professional development through several strategies, such as enhancing the Professional Education Fellows program that places faculty in schools; conducting regular meetings between the college deans; and submitting grants to fund the placement of arts and sciences graduate assistants in middle schools. *Progress measured by the number of meetings held, the number and dollar amount of grant proposals submitted, and the number and amount of grants awarded.*
 - Reach out to the K-12 and adult education communities to align curricula and streamline movement into postsecondary education by offering dual credit programs and implementing other strategies such as high school assessment development, the statewide American Diploma Project (ADP), and the CPE statewide placement policy. *Progress measured by the number of dual credit programs implemented and advances in high school assessment development.*

Kentucky State University will:

- Provide preparatory coursework in mathematics, English, reading, critical thinking, and study skills for incoming freshmen deemed to be at risk. *Progress measured by the initiation of a summer bridge program.*

- Work with KCTCS to develop and expand opportunities for adults interested in elementary education and interdisciplinary early childhood education certifications. Develop plans to implement some programs online.

Progress measured by the number of 2+2 initiatives developed, expanded, and implemented online.

- Provide academic coursework, employment, and counseling for rising high school freshmen through their senior year.

Progress measured by the number of participants in National Science Foundation summer programs for high school youth and the number of students in the Research and Extension Apprenticeship Programs supported by land grant funds.

Morehead State University will:

- Recruit, prepare, and support high-quality and diverse educators through traditional and alternative teacher education and certification programs, such as the master of arts in teaching, the undergraduate fellowship program in the College of Education, regional cohort programs, the Professors in the Schools program, and the Future Teacher Corp student mentor program.

Progress measured by increases in the number of educators recruited, prepared, and served.

- Facilitate a seamless transition of students to post-secondary education.

Progress measured by the number of partnerships with the K-12 school or system and reductions in the remediation rate for writing, math, and/or reading.

- Partner with adult education programs to promote the GED program, assess adult students' readiness for postsecondary education, recruit and retain qualified adult students in the postsecondary education system, and increase persistence and matriculation among adult students and GED completers enrolled at Morehead State University.

Progress measured by tracking the number of GED and adult learners recruited, retained, and graduated from Morehead.

- Partner with state and federal programs such as TRIO and GEAR UP that serve low-income and first-generation college students and minorities.

Progress measured by improvements in success and access among at-risk students.

Murray State University will:

- Increase collaboration with the K-12 system by developing and maintaining outreach programs to encourage "going higher," providing greater access to college-level courses for qualifying high school seniors, establishing teacher support programs, and working with schools to better align math and science curricula.

Progress measured by increases in the college-going rate in the MuSU service area.

- Create greater opportunities for qualified and highly motivated high school students to take rigorous classes not offered by their high school.

Progress measured by the identification of a community partner and the creation of a High School to College Bridge Program.

- Partner with regional K-12 schools through the Teacher Quality Institute (TQI) to encourage high-performing students to enter the teaching profession and provide teacher training.

Progress measured by the number of Future Educators of America Chapters formed in middle schools and high schools in the region; the number of students enrolled in dual credit classes; the percent of students who attend college; teacher enrollments in the TQI Summer Institute; and survey results and feedback from the TQI Summer Institute participants.

- Assist statewide initiatives to align the first-year baccalaureate curriculum with the high school curricula. MuSU faculty will serve on the Committee for Mathematics Achievement created by HB 93 and assist with the design and implementation of a statewide plan to improve mathematics achievement at all levels of K-6 education.

Progress measured by the identification and evaluation of mentoring models and early-intervention programs, statewide implementation, and recommendations to the KDE regarding the expenditure of Professional Growth Fund monies.

Northern Kentucky University will:

- Instill in the minds of elementary and middle school students a commitment to attend postsecondary education by taking special programs to schools, especially in inner city and rural areas of NKU's service area.

Progress measured by delivering programs in science, mathematics, humanities, and the arts to at

least 10 percent more elementary and middle school students than in the baseline year, primarily in inner city and rural areas of NKU's service area.

- Bring elementary and middle school students to the NKU campus where planned programs will introduce them to campus facilities, campus functions, and campus life. The visits typically include an introduction to college and college life, a student-led campus tour, lunch or snack, and an academic program such as an interactive chemistry class, a backstage theatre tour, or a choral group rehearsal.
Progress measured by increasing the number of students served in campus visits to 1,000, and increasing the number of faculty and disciplines in the academic components of the campus visit program.
- Improve student preparation by identifying student weaknesses in the junior year of high school and developing remediation plans for their senior year.
Progress measured by working the Newport Independent Schools and the Covington Independent Schools to design the testing program; selecting tests to be used; and pilot testing the program by spring 2006.
- Offer the NKU Academy as a summer remediation program that allows underprepared high school graduates to make up their deficiencies and gain admission to NKU.
Progress measured by enrolling at least 50 students who are underprepared for college and unlikely to be admitted and helping at least 40 students successfully complete the NKU Academy during the summer and gain admission to NKU.
- Encourage capable and appropriately prepared high school students to earn university credit while still in high school through special collaborative agreements between NKU and the local schools.
Progress measured by establishing at least 12 classes of 300 high school students (unduplicated headcount of at least 150), that will earn college credit completing an NKU course either at the high school or in a location provided by the high school.

Western Kentucky University will:

- Provide graduate-level programming for P-12 teachers that is available in multiple formats and venues and relevant and responsive to the professional development needs of teachers and schools.

Progress measured by initiating a credentialing program focused on educational leadership at the public school and postsecondary level.

- Improve students' transition to the university through increased awareness of academic programs, admission requirements, and scholarship opportunities (e.g., marketing, counselor networking, and P-12 collaboration).
Progress measured by the number of meaningful, ongoing cooperative ventures established between each academic department and P-12 schools or institutions (students, faculty, and/or curricula).
- Provide leadership to align math and literacy between high school and college and train teachers for implementation of programs to achieve this alignment.
Progress measured by improvements made in curricular alignment.

University of Kentucky will:

- Ensure the effective convergence of continuously updated content knowledge and appropriate pedagogy throughout the entire teacher education curriculum. Current structures for communication and collaboration aimed toward improving teacher education include: (1) program faculties, (2) program faculty chairs group, and (3) joint faculty appointments. Plans are underway to enhance the use and functioning of these structures.
Progress measured by the number of organizational and academic relationships created between the College of Education and the other academic and professional colleges, including arts and sciences.
- Continuously review pre-service and in-service education of P-12 teachers, instructional supervisors, school psychologists, principals, superintendents, and higher education faculty to achieve an updated, efficient, and integrated P-20 educational system and a diverse, high-quality teacher workforce. This is consistent with the mission and goals of the Appalachian Math and Science Partnership, funded by the National Science Foundation.
Measures of progress, to be determined annually for AMSP, include increases in the number and quality of pre-service teachers completing a sci-

ence or mathematics education program, and the number of in-service teachers successfully understanding and implementing standards-based and inquiry-oriented science or mathematics programs.

- Partner with the Fayette County School System to develop strategies and models for improving P-5 education, such as the "Great Schools Initiative" that will be piloted in 2005-06 at the Booker T. Washington Academy. The Initiative (with the College of Education taking the lead) has received funding from the Knight Foundation to support an external evaluation, which will document specific initiatives that produce the greatest gain for students.

Progress measured by documenting good practices and substantial improvements in student achievement and increased access to enrichment programs.

University of Louisville will:

- Emphasize teacher preparation, especially in high-need areas, by improving the alignment of skills and curriculum offerings with the districts and P-16 Council and restructuring undergraduate and alternative certification programs with special emphasis on preparing teachers in STEM areas, special education, middle-level, English as a Second Language, and teaching literacy/numeracy across the curriculum.
Progress measured by resulting revisions in undergraduate and alternative certification programs, as well as increases in the number of teacher candidates enrolled in STEM areas.

- Restructure UofL's P-16 group to include the Ohio Valley Education Cooperative (along with Jefferson County Public Schools). Reinstate middle and secondary undergraduate programs in fall 2006. Develop teacher induction programs that focus on the highest need areas and support teachers in underperforming and high poverty schools to address equity and performance issues.
Progress measured by preparing greater numbers of teachers in high-need areas and developing induction programs.

- Support the American Diploma Project to better articulate high school/college curriculum connections by working closely with P-16, OVEC superintendents, and JCPS to develop strategies to address the state-wide agenda; develop systematic partnerships with JCPS and surrounding districts for administrator preparation, teacher development, and mentoring; and align teacher preparation curricular offerings and requirements in schools.

Progress measured by the number of P-16 partnerships formed and resulting curriculum revisions; the distribution of recently developed mathematics and writing articulations for high school students to enter universities prepared to do college-level work to Ohio Valley Education Cooperative superintendents, students, and parents; formation of a curricular coordination committee with representation from JCPS, JCTC, and UofL to monitor, report, and resolve areas where good articulation does not exist; the number of articulations distributed, the number of committee participants; and reductions in the mathematics remediation rate.

- Expand dual credit opportunities for students. Dual credit courses with UofL/JCPS now serve approximately 200 students per year. Work with the departments of mathematics and English at UofL and faculty from JCPS to develop the curricula.
Progress measured by increases in the number of dual credit opportunities in English and pre-calculus and increases in student enrollment.

Kentucky Community and Technical College System will:

- Expand dual enrollment/dual credit, curricula alignment with secondary and postsecondary technical programs, early/middle colleges, and credit for prior learning to create a seamless pathway into KCTCS and on to four-year institutions.
Progress measured by increasing dual enrollment and grant awards to several colleges to facilitate implementation of KCTCS prior learning assessment guidelines.
- Enhance college and community adult education programs that assist adult students to complete a GED or provide remediation to help them successfully transition into postsecondary education.
Progress measured by increasing the number of students served and increasing numbers of successful student transitions.
- Enhance KCTCS participation in P-16 Council initiatives including Career Pathways, Bridge Partnerships, dual credit, and articulation. Career Pathways initiatives are funded at all 16 KCTCS colleges with a \$3.5 million commitment.
Progress measured by appointing an additional Career Pathways staff person at the System Office and analyzing outcomes for enrolled students.

- Provide outreach and recruitment services to economically disadvantaged students through collaboration with the Kentucky Cabinet for Health and Family Services.

Progress measured by increasing participation in these programs and increased numbers of successful student transitions.

Kentucky's nonprofit, independent institutions will :

- Continue to produce certified teachers in Kentucky's public P-12 system corresponding with the current rates (approximately 34% of new teachers and 35% of all teaching credentials, according to EPSB).
Progress measured by increased production of certified teachers.
- Collaborate with each other, public colleges and universities, EPSB and the P-12 system to develop more effective teacher preparation programs. These efforts include continued work on new assessment models for future teachers and programs that integrate arts and sciences faculty in the process of curriculum development.
Progress measured by implementation of new assessment models.